


Trainers, Illusionists, Tricksters, and Escapists: Changing the Doctoral Circus

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Abstract

The success of doctoral student mentoring is largely dependent upon faculty members, but structural and institutional obstacles compound deficiencies in the performance of all participants. University leaders must emphasize the value of mentorship in stimulating positive learning conditions and stress the importance of recognizing faculty members engaged in teaching beyond the classroom. Without organizational attention to a quality mentoring program and rewards for mentoring efforts, some faculty members perform as trainers, illusionists, tricksters, and escapists, potentially turning academia into a doctoral circus. If the quality of doctoral mentoring in today's academia is to improve, systemic change is crucial.